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ABSTRACT

Utilizing the local cemetery as a resource for the study of local history, this outdoor education resource packet is multidisciplinary and is designed to be adapted to different age and class groups. The resource materials presented in this packet include the following: suggestions for pre-trip activities (social studies and history discussions, language arts and vocabulary development, science and decomposition discussion, health and burial requirements, art and stone sculpture, mathematics and birth and death figures); an outline describing activity orientation procedures (definition of a cemetery, discussion of what information can be found there, orientation to the use of a survey form for recording inscriptions, dates, etc., and discussion of rubbing procedures); the actual cemetery lesson (presented in outline form, this includes sections on arrival and instructions, the survey, and rubbing); a sample survey form; a sample tally sheet designed to tally the survey forms and thus identify community historical patterns (nationality, sex, marriage, death and birth dates, age at death, cause of death, veteran, occupation, and type of stone in tombstone); suggestions for post-trip lesson activities (activities derived from examining the tally sheet and activities in social studies, mathematics, language arts, science, and art); and teacher tips and time distribution suggestions. (JC)

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THE CEMETERY: AN OUTDOOR EDUCATION UNIT

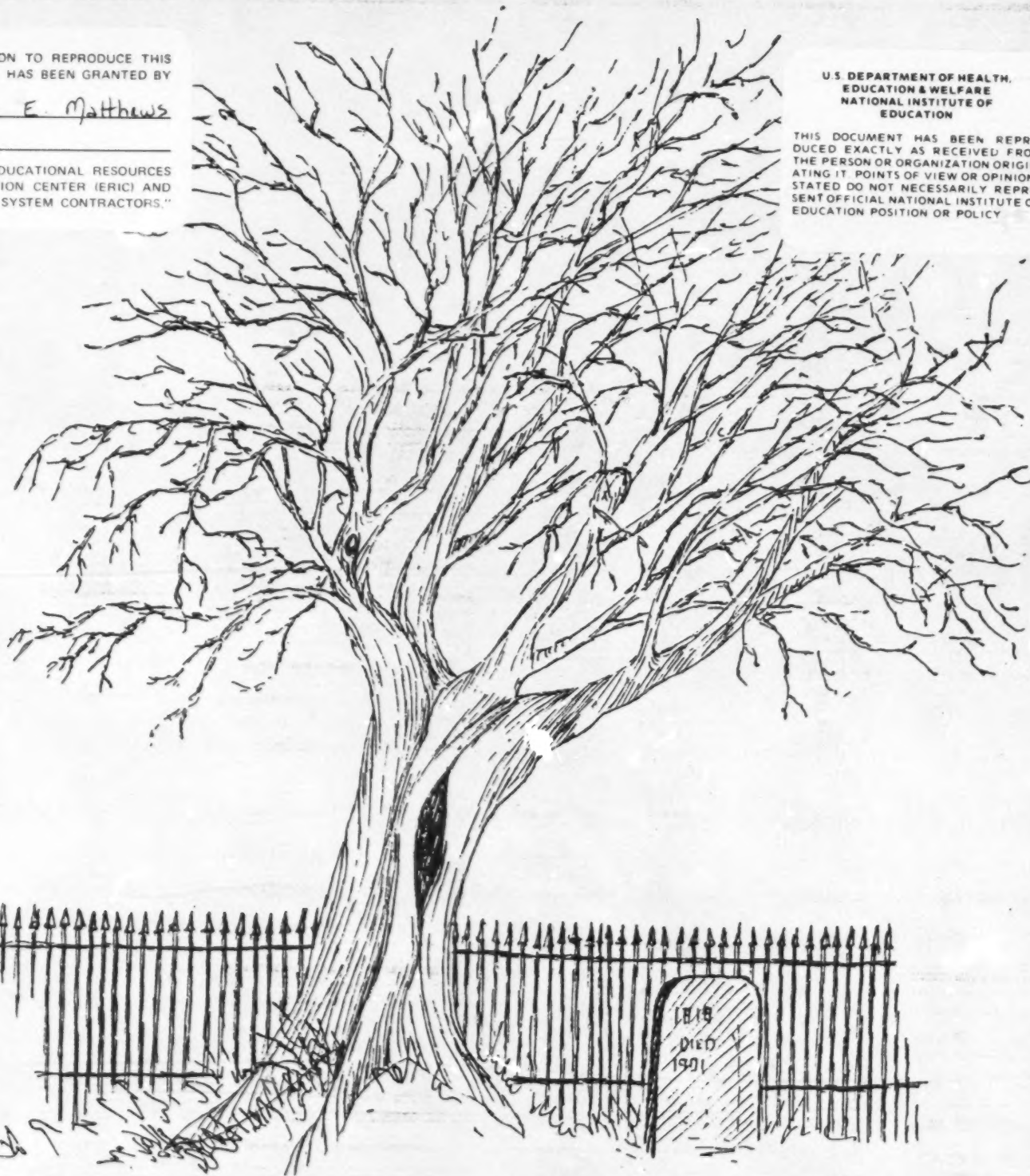
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INTRODUCTION

Outdoor Education provides a valuable alternative to classroom education. It enables the student to involve his total being in the learning processes. By expanding educational horizons beyond the four walls of the classroom, learning possibilities become unlimited. Students are motivated to learn about their discoveries through direct "hands-on" experiences in the real world. By utilizing the outdoors to its fullest educational resource, students experience growth in all developmental levels.

The local cemetery is a prime setting for an outdoor education unit. Not only is the cemetery a powerful motivating factor, but most schools have one located within walking distance. The cemetery provides a ready-made opportunity to study local history, and motivate students into researching various aspects of local history. The cemetery unit is multidisciplinary in nature, incorporating elements of all subjects into the lessons. A student reading the inscription on the headstone of the village founder, who would now be 250 years old, cannot help but feel a sense of awe when he thinks of this man's trials, hardships and challenges. The cemetery lesson can be a rich experience steeped in heritage for the students as well as the teacher.

By developing this unit, the outdoor education staff hopes to encourage more teachers to utilize the unlimited educational possibilities abounding in the outdoors. This unit must be adapted to the needs of each class and age group.

SUGGESTED PRE-TRIP ACTIVITIES

Below are some activities which can enhance the preparation of the class for the actual experience in the cemetery. These may be done in addition or conjunction with the orientation. The activities are broken into subject areas for easier implementation.

SOCIAL STUDIES AND HISTORY

1. Invite a local resident to speak to the class on the history of the town. Check the town's historical society, library, or clerk for suggestions. Try to get as colorful a person as possible to motivate the children. Ask the person to relate the talk to the history which can be found in the cemetery, but do not give the secrets away. The talk should serve to interest and motivate students.
2. Discuss cemeteries, their purpose, history, location and significance. This discussion should be geared to the level of the students, and should serve to develop an understanding, respect, and appreciation for the place of the cemetery in the community.
3. Have each student ask his parents for a list of surnames in the family. This should not be a detailed family tree (unless the student is motivated), because a genealogy is better left until after the experience when the student will be more motivated. This activity will acquaint the student with family names which may be found.

LANGUAGE ARTS

1. Define and discuss the following terms:
 - (a) Monument
 - (b) Headstone
 - (c) Footstone
 - (d) Mausoleum
 - (e) Potter's Field
 - (f) Veteran
 - (g) Epitaph
 - (h) Inscription
2. List all of the early American given names the class can remember. Ask them to ask their parents to give them as many early given names as they recall. Discuss the differences with the class. List the male and female names.
3. Discuss how to determine ethnic origins from surnames. Have the students determine their own ethnic origins. Discuss the importance and contributions of ethnic groups in America.
4. Ask the students to write an essay dealing with what they expect to find at the cemetery.

SCIENCE

1. Discuss the types of stone used as monuments; their durability, source, type (sedimentary, metamorphic, etc.). Determine why stone weathers and wears away.
2. Discuss the concepts of decomposition and biodegradability as they relate to the natural world.

HEALTH

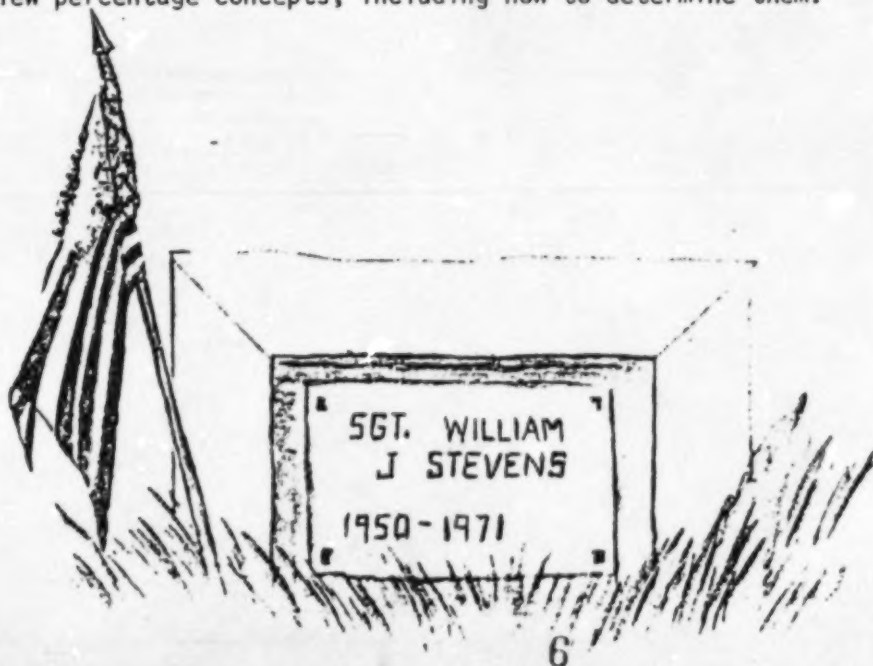
1. Discuss epidemics, their historical implications, and their control.
2. Discuss the process of burial and death, including reasons for burial, depth, etc.
3. Discuss the meaning of infant mortality, average length of life, birth rate and death rate.

ART

1. Discuss stone carving and sculpture, its historical value, and its meaning in the cemetery.

MATHEMATICS

1. Review subtraction concepts necessary to determine ages in years, months and days. Give both dates of birth and death to determine age; and give age and date of death to determine date of birth.
2. Review averages and methods of determining averages, for later use in determining average ages.
3. Review percentage concepts, including how to determine them.



ORIENTATION

The orientation period takes place in the class no more than three days before the experience itself. It is designed to acquaint the children with the activities to be performed at the site. The orientation is all important, because it sets the mood for the experience. It is at this time that proper behavior and attitudes should be discussed. The following is a suggested outline for the orientation period.

- I. Define Cemetery - describe as a museum.
- II. Discuss what can be found there in terms of history, social studies, art, language arts, math, health, science.
- III. Put a sample inscription on the board with dates and an epitaph:
 - (a) give each student a survey form
 - (b) do the survey form with them step by step, using inscription on the board
 - (c) discuss each aspect of the form to insure understanding
- IV. Go over rubbing procedure:
 - (a) masking tape, brown wrapping paper over inscription to be rubbed, making sure it is tight over the inscription
 - (b) starting in the center, rub crayon or charcoal outward, gently at first
 - (c) after entire inscription can be seen, rub harder to bring out the highlights, being sure not to get crayon on stone
 - (d) carefully remove paper from stone

At the end of this period, the students should be completely psyched, ready to go; and the class is on the verge of making many exciting discoveries in this unique learning environment.

CEMETERY LESSON

The actual experience can be broken into 3 parts; arrival and instruction, lesson survey, and rubbing. The following is a basic outline of steps, suggestions and information necessary for conducting the lesson at this cemetery.

I. Arrival and Instruction

This phase enables the teacher to illustrate with examples the various things to be found. This should be done to insure that the survey forms can be filled by the children on their own. Areas which should be gone over and illustrated include:

1. How to tell if a person was married:
 - (a) look for Mrs., wife of, children, husband of
2. How to tell where a person was born, died (if possible):
 - (a) look for place inscribed on stone
3. Illustrate types of stone used:
 - (a) marble
 - (b) granite
 - (c) slate
 - (d) limestone
4. How to tell the occupation (if possible):
 - (a) may be inscribed
 1. Rev., M.D., Dr., Armed Service Rank
 2. may be insignia of profession
5. How to tell cause of death (if possible)
 - (a) may be inscribed
 - (b) if veteran, check date of death. It may correspond to the war
6. How to tell a veteran:
 - (a) flag holder will always be next to a veteran's grave
 - (b) rank, branch, and unit may be inscribed

7. How to tell what war the veteran was in:

(a) Flag holder will indicate

1. American Revolution and War of 1812 are stated inside a circular shield
2. Civil War is G.A.R. (Grand Army of the Republic-Union Army) and C.S.A. (Confederate States Army)
3. Spanish American is a full cross listing the areas of action surrounding the date and name of the war
4. World War I is either the name (World War I) or an American legion shield
5. World War II is an eagle stating the name (World War II).

II. Lesson Survey

- (a) break students up into small groups
- (b) give each student 1 to 3 survey sheets to fill out (depending on time allotted (15 minutes to each)
- (c) assign groups to different sections of the cemetery to fill out sheets. (It should be noted that the more sites which can be surveyed the more accurate the survey will be)
- (d) regroup, briefly discuss interesting findings (the students will be bursting with them, let a few out)

III. Rubbings

- (a) go over rubbing procedure, give each child a crayon, some brown wrapping paper and tell them to find an interesting tombstone to rub:
 1. it is helpful if the teacher and her aides do the taping-the rubbings come out much better and there is less chance of damage to the tombstone. (rubbing take $\frac{1}{2}$ to 1 hour)

SAMPLE SURVEY FORM

STUDENTS NAME: _____

1. NAME ON TOMBSTONE: _____
2. MALE OR FEMALE: _____
3. WAS THE PERSON MARRIED: (CIRCLE ANSWER) YES NO CAN'T TELL
4. DATE OF BIRTH: _____
5. DATE OF DEATH: _____
6. AGE AT DEATH: _____
7. WHERE WAS THE PERSON BORN: _____
8. WHERE DID THE PERSON DIE: _____
9. CAUSE OF DEATH: _____
10. IF A VETERAN, WHAT WAR: _____
WHAT RANK: _____ WHAT BRANCH: ARMY NAVY AIR FORCE
MARINES (CIRCLE ANSWER)
11. WHAT WAS THE PERSONS OCCUPATION: _____
12. WHAT TYPE OF STONE IS THE TOMBSTONE MADE OF: _____
13. DRAW SHAPE OF TOMBSTONE:
14. COPY EPITAPH: _____

15. OTHER INFORMATION: _____

TALLY SHEETS

By tallying the individual survey forms community historical patterns begin to emerge. Suggested activities and information which can be gained from the tally sheets will be found in the post-trip section of this packet.

The survey forms may be tallied at the cemetery site if time allows, or they may be done in the classroom. Perhaps part of it could be done on site, and the rest later.

1. Nationality of Name: (number of each)

English	_____
Scotch	_____
Irish	_____
French	_____
German	_____
Italian	_____
Spanish	_____
Slavic	_____
Other	_____

2. Sex: (number of persons)

Male	_____
Female	_____

3. Marriage: (number of persons)

Married	_____
Single	_____
Can't tell	_____
Children under 14	_____

4. Date of Death: (number of persons)

Months

January	_____	February	_____	March	_____
April	_____	May	_____	June	_____
July	_____	August	_____	September	_____
October	_____	November	_____	December	_____

YEAR OF DEATH

1790	_____	1825	_____	1860	_____	1895	_____
1791	_____	1826	_____	1861	_____	1896	_____
1792	_____	1827	_____	1862	_____	1897	_____
1793	_____	1828	_____	1863	_____	1898	_____
1794	_____	1829	_____	1864	_____	1899	_____
1795	_____	1830	_____	1865	_____	1900	_____
1796	_____	1831	_____	1866	_____	1901	_____
1797	_____	1832	_____	1867	_____	1902	_____
1798	_____	1833	_____	1868	_____	1903	_____
1799	_____	1834	_____	1869	_____	1904	_____
1800	_____	1835	_____	1870	_____	1905	_____
1801	_____	1836	_____	1871	_____	1906	_____
1802	_____	1837	_____	1872	_____	1907	_____
1803	_____	1838	_____	1873	_____	1908	_____
1804	_____	1839	_____	1874	_____	1909	_____
1805	_____	1840	_____	1875	_____	1910	_____
1806	_____	1841	_____	1876	_____	1911	_____
1807	_____	1842	_____	1877	_____	1912	_____
1808	_____	1843	_____	1878	_____	1913	_____
1809	_____	1844	_____	1879	_____	1914	_____
1810	_____	1845	_____	1880	_____	1915	_____
1811	_____	1846	_____	1881	_____	1916	_____
1812	_____	1847	_____	1882	_____	1917	_____
1813	_____	1848	_____	1883	_____	1918	_____
1814	_____	1849	_____	1884	_____	1919	_____
1815	_____	1850	_____	1885	_____	1920	_____
1816	_____	1851	_____	1886	_____	1921	_____
1817	_____	1852	_____	1887	_____	1922	_____
1818	_____	1853	_____	1888	_____	1923	_____
1819	_____	1854	_____	1889	_____	1924	_____
1820	_____	1855	_____	1890	_____	1925	_____
1821	_____	1856	_____	1891	_____	1926	_____
1822	_____	1857	_____	1892	_____	1927	_____
1823	_____	1858	_____	1893	_____	1928	_____
1824	_____	1859	_____	1894	_____	1929	_____
						1930	_____

5. DATE OF BIRTH: (Male & Female)

MONTHS

January _____
April _____
July _____
October _____

February _____
May _____
August _____
November _____

March _____
June _____
September _____
December _____

YEAR OF BIRTH

1740	_____	1788	_____	1836	_____	1884	_____
1741	_____	1789	_____	1837	_____	1885	_____
1742	_____	1790	_____	1838	_____	1886	_____
1743	_____	1791	_____	1839	_____	1887	_____
1744	_____	1792	_____	1840	_____	1888	_____
1745	_____	1793	_____	1841	_____	1889	_____
1746	_____	1794	_____	1842	_____	1890	_____
1747	_____	1795	_____	1843	_____	1891	_____
1748	_____	1796	_____	1844	_____	1892	_____
1749	_____	1797	_____	1845	_____	1893	_____
1750	_____	1798	_____	1846	_____	1894	_____
1751	_____	1799	_____	1847	_____	1895	_____
1752	_____	1800	_____	1848	_____	1896	_____
1753	_____	1801	_____	1849	_____	1897	_____
1754	_____	1802	_____	1850	_____	1898	_____
1755	_____	1803	_____	1851	_____	1899	_____
1756	_____	1804	_____	1852	_____	1900	_____
1757	_____	1805	_____	1853	_____	1901	_____
1758	_____	1806	_____	1854	_____	1902	_____
1759	_____	1807	_____	1855	_____	1903	_____
1760	_____	1808	_____	1856	_____	1904	_____
1761	_____	1809	_____	1857	_____	1905	_____
1762	_____	1810	_____	1858	_____	1906	_____
1763	_____	1811	_____	1859	_____	1907	_____
1764	_____	1812	_____	1860	_____	1908	_____
1765	_____	1813	_____	1861	_____	1909	_____
1766	_____	1814	_____	1862	_____	1910	_____
1767	_____	1815	_____	1863	_____	1911	_____
1768	_____	1816	_____	1864	_____	1912	_____
1769	_____	1817	_____	1865	_____	1913	_____
1770	_____	1818	_____	1866	_____	1914	_____
1771	_____	1819	_____	1867	_____	1915	_____
1772	_____	1820	_____	1868	_____	1916	_____
1773	_____	1821	_____	1869	_____	1917	_____
1774	_____	1822	_____	1870	_____	1918	_____
1775	_____	1823	_____	1871	_____	1919	_____
1776	_____	1824	_____	1872	_____	1920	_____
1777	_____	1825	_____	1873	_____	1921	_____
1778	_____	1826	_____	1874	_____	1922	_____
1779	_____	1827	_____	1875	_____	1923	_____
1780	_____	1828	_____	1876	_____	1924	_____
1781	_____	1829	_____	1877	_____	1925	_____
1782	_____	1830	_____	1878	_____	1926	_____
1783	_____	1831	_____	1879	_____	1927	_____
1784	_____	1832	_____	1880	_____	1928	_____
1785	_____	1833	_____	1881	_____	1929	_____
1786	_____	1834	_____	1882	_____	1930	_____
1787	_____	1835	_____	1883	_____		

6. AGE AT DEATH

Oldest Age and Name: _____

Youngest Age and Name: _____

Average Age of All: _____

Average Age of All Males: _____

Average Age of All Females: _____

Average Age of Those Dying Before 1850: _____

After 1850: _____

7. CAUSE OF DEATH

War _____

Infant Mortality _____

Epidemic _____

Natural _____

Other _____

Can't Tell _____

8. VETERANS

Number of Vets _____

Wars Represented _____ (number of Vets in each)

Revolution _____

1812 _____

Spanish American _____

World War I _____

World War II _____

9. OCCUPATIONS (number in each)



10. TYPE OF STONE IN TOMBSTONE

1. Marble
2. Limestone
3. Slate
4. Granite

SUGGESTED POST TRIP LESSON ACTIVITIES

The Post Trip followup activities are just as important as any other facet of the Unit, for they reinforce and direct student learning and enthusiasm. Student motivation should not be allowed to fizzle out for lack of direction. The activities listed below can provide this direction.

The Post Trip Activities are divided into two parts; activities derived from considering the tally sheets, and activities under each subject area.

TALLY SHEET CONSIDERATIONS

1. Discuss prevalent family names; determine if anyone in class may be related.
2. Discuss the percentage of males and females in the surveyed population. Discuss any differences found in the respective percentages.
3. Determine years where there were more than normal numbers of deaths, and try to find out why.
4. Determine if any one month or season had more deaths than the others and discuss possible reasons.
5. Determine if any one month or year had more births.
6. Discuss the implications of average age differences between men and women; until 1850 and after, etc.
7. Discuss causes of death found, including unusual ones.
8. Determine why there are more of one sex than another.
9. Discuss differences in size, shapes, and materials used in the tombstones, changes through the years, unusual shapes, differences by religions, etc.
10. Discuss the wars, determining the number of men in each.



ACTIVITIES IN SUBJECT AREAS

These activities may be class, group, or individual in nature.

SOCIAL STUDIES

1. Research certain names found in the cemetery for their historical significance to the community.
2. Discuss the ethnic origins of the names in the cemetery, and possible community settlement patterns.
3. Assign each child the task of researching her/his own family tree and genealogy.
4. Determine the history of local military units.
5. Determine the life of a local war hero.
6. Determine the history and background of the cemetery, including maintenance responsibilities.
7. Have the students locate and survey old family cemeteries.
8. Take the class to the town records and archives, or newspaper, and show them how to use the old files to gain information concerning persons buried in the cemetery.
9. Discuss local religions and their local histories. Determine how to tell the buried person's religion from the tombstone.

MATHEMATICS

1. Determine the number of acres in the cemetery. Measure out an acre at school.
2. Determine the square yards and feet in the cemetery, an acre and each individual cemetery plot.
3. Figure the percentages and averages found on the tally sheet as a class.

LANGUAGE ARTS

1. Define and/or discuss any strange words or names found by the students in the epitaphs or on the headstones.
2. Define and discuss the following abbreviations:

(a) G.A.R.	(Grand Army of the Republic)
(b) C.S.A.	(Confederate States Army)
(c) F.C.T.	(Independent Order of Odd Fellows)
(d) I.H.S.	(Greek Spelling of Christ)

- (e) O.E.S. (Order of the Eastern Star)
- (f) V.F.W. (Veterans of Foreign Wars)
- (g) B.P.O.E. (Elks)
- (h) P. of H.
- (i) Square and compass with a G Inside (Masonic Order)

3. Ask the students to write their own epitaphs. Read them to the class and have the class guess to whom it belongs.
4. Have the students pick names out of a hat and write epitaphs for the chosen persons. Again, read and guess to whom they belong.
5. Ask the students to create a short story using the information and names found on a headstone. Ask the students to imagine the conditions of life during the subjects lifetime.
6. Write a poem or short story on the cemetery, or the students' feelings when in the cemetery.
7. Write a ghost story.

SCIENCE

1. Discuss the weathering of the tombstones. Which type of stone wore away the fastest? Which side of the stone showed the most signs of wearing away? In what direction is the weathered side facing?
2. Discuss cemetery vegetation, and compare it to natural woods areas, gardens, school yards, etc.
3. Determine the types and evidence of wildlife found in the cemetery. Discuss and compare these with the wildlife in fields and forest. Why are there differences?
4. Determine why cemeteries are located where they are. Discuss the implications of burial 6 feet deep.

ART

1. Discuss sculpture and stone carving.
2. Visit a local sculptor or monument carver to watch his work.

TEACHER TIPS & TIME DISTRIBUTION SUGGESTIONS

The cemetery should be surveyed by the teacher before the experience takes place. The teacher should locate the oldest sections (for this is where the most effective learning takes place). The teacher should also locate the bathrooms. A chat with the caretaker can lead to some interesting background information. Be sure to gain permission from those in charge (caretaker, county or village clerk, church) to conduct the lesson.

The lesson and the pre and post activities can easily be adapted to better fit individual class needs and time schedules. This packet is designed to provide outlines and suggestions for grades 4-6. It is hoped that a teacher can plan and conduct this lesson fully by using only this packet.

Children who are cold, wet, hungry, or have to go to the bathroom are not conducive to good learning. Unfortunately all of these conditions can be present in the outdoors. The teacher who is aware of these problems and takes steps to eliminate and alleviate them will be most effective in Outdoor Education.

It may be a good idea to assign certain sexes to boys and girls, as both tend to survey the same one. Perhaps saying that everyone must survey two of each sex is the answer. This must be done in order to get a valid cross section. Emphasize surveying persons of all ages.

Certain problems may arise if children are allowed to visit graves of relatives or friends. This situation is now beyond the control of the teacher. Children should be told that this is not the time for such a visit. Care should be taken at all times that children show the proper reverence and respect.

CEMETERY LESSON TIME DISTRIBUTION

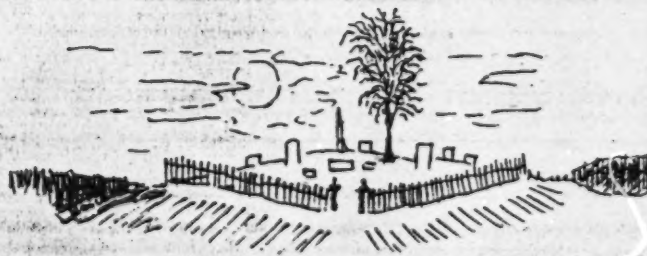
The following is a recommended time schedule for achieving the maximum educational potential of the cemetery lesson. The schedule has been subdivided into pre-trip and post-trip lesson activities.

I. Pre-Trip Lesson

- (a) Two weeks before lesson contact authority (cemetery) to arrange and confirm the use of the facility and date of trip.
- (b) Two weeks before, arrange and confirm necessary transportation (if needed).
- (c) One week before lesson have appropriate guest speaker give a presentation to the class concerning the cemetery. Please remember it is always best for the students to creatively find the real secrets of the cemetery. Reproduce survey & tally sheets.
- (d) No more than three days before, the teacher or Outdoor Educator give class presentation on the actual activities which will be occurring at the cemetery (survey sheet, tally sheet, stone rubbings, etc.)

II. Post-Trip Lesson

- (a) No more than three days after lesson, go over recommended questions presented on the post trip outline. Also assign individual students or sub-groups the recommended activities.



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